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Background Paper 22

**THE COMMUNITY COLLEGE
PERSPECTIVE ON SKILL
DEVELOPMENT LEAVE**

Doug Lauchlan

Skill Development Leave Task Force

**Background
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THE COMMUNITY COLLEGE
PERSPECTIVE ON SKILL
DEVELOPMENT LEAVE

Doug Lauchlan

Canadian Educational Planning
Team

1983

This is one in a series of background papers prepared for the Task Force on Skill Development Leave. The opinions expressed are those of the author(s) and do not necessarily reflect the views of the Task Force or the Department of Employment and Immigration.



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SUMMARY

The community colleges of Canada are not a unitary system. There are differences in provincial objectives and individual institutional characters. Yet the colleges have a remarkably common view on the importance of professional development for all their staff.

The special focus on skill development grows out of issues and experiences common to most colleges: the struggle for recognition and academic credibility, the demands of a teaching mandate including a major community service component. The fact that new objectives for educational service led to methodological innovation, the impact of the union movement and the collective bargaining powers, and the requirements of teachers of professional and technical skills to stay current in their own field of practice. Skill development leave has been a major part of college professional development programs because it is seen as an institutional benefit, not a personal perquisite or right.

Professional development programs have developed certain common components. The major units are: sabbatical leaves, four/five programs, industrial (work) placement, faculty exchange, affirmative action, personal benefits or the support of personal initiatives toward improvement. Colleges have a strong commitment to developing an internal staff development capacity and make extensive use of external help including their own association, the Association of Canadian Community Colleges.

Community colleges are a major source of training and retraining in Canada. They use retraining both as a key to institutional renewal, and to provide the service to others.

Community colleges are in a unique position to provide leadership in the application of skill development leave to a wider population. The paper identifies four reasons why this is the case: a history of commitment to staff development that is both innovative and applicable to all staff, training is supported in a cost/benefit framework not as a perk, colleges are a principal source of adult training and retraining, and the colleges operational patterns are closer to those of the workplace than other academic institutions. The paper then proposes three courses of action related to pilot projects in the college system, new curriculum developments (particularly competency-based systems) to meet the needs of adult retraining, and college participation in action groups as proposed in the paper "Skill Development Leave & the Semi-Skilled Worker."

INTRODUCTION

The community college is the newest of the institutions of higher education in Canada. Many of the institutions now a part of community college systems have a long history, but the systems themselves date from the mid 1960's.

The community college systems are not all the same. The CEGEP's in Quebec are a compulsory transition from high school to university work, in addition to offering a variety of career training opportunities (usually 2 year programs). Ontario's Colleges of Applied Arts and Technology are by legislation forbidden to formally offer university transfer programs. The willingness of universities to credit work done by individual students at the CAAT's is a different matter. Some of Alberta's colleges have major university transfer programs. Mt. Royal College in Calgary, Alberta's largest community college, has approximately 40% of its enrollment in university transfer streams. Continuing Education is an important part of the mandate of Colleges in all systems. In Saskatchewan it is the sole mandate. Saskatchewan Community Colleges have no full-time students, except for adult upgrading programs. Technical colleges form the base of some systems (like Manitoba's) and are separate from others. In Alberta, SAIT and NAIT are going through a transition from direct administration by the Dept. of Advanced Education to a Board of Governors arrangement which

will move them towards a greater affinity with the community college system of that province.

It is against this background of diversity that the professional development and skill development leave policies of these institutions must be discussed. It is remarkable that, given the differences of mandate, provincial policy distinctions, and diverse clientele, that there are the number of commonalities in Canadian college experience. It is not relevant to the purposes of this paper to stress the distinctions between separate systems, or to note the exceptions from the mainstream in every case. The relevance of the community college experience to the work of the Task Force on Skill Development Leave, is that the colleges as a group have had to deal with skill development issues very much like those which face our society more generally now. It is these experiences, and the interesting policy and institutional responses to them, that will form the substance of this paper.

SECTION I SKILL DEVELOPMENT ISSUES

Community college have developed directions for professional development partly by choice, partly by the circumstances of their history, partly driven by the collective bargaining process, and partly through the leadership of some very creative people. Whether the reasons have been admirable or accidental the results are very impressive and relevant to others.

1. Academic Credibility

The general pressure for academic credibility is felt in community colleges. The usual answer to those pressures is to demand basic academic credentials of the teaching faculty. The general baseline degree standard in the colleges is training to the master's degree level. The exception is in the trades and technologies, but it is a difference of degree rather than kind.

Those colleges which teach the first two years of university credit face further pressures towards Ph.D. standing for many of their faculty. While many college faculty and administrators hold earned doctorates, the real pressures for Ph.D. qualifications are on the senior administrative level.

A significant number of Canadian colleges developed study leave policies early to help long-time employees reach the newly required master's degree standard. In some cases, this was the result of phasing out high school divisions, or absorbing long-standing technical school staff into the new institution. This phase lasted until the mid '70's.

There still is an opportunity in most sabbatical programs in the colleges to work for higher or additional degrees. New faculty are generally required to possess a master's degree. The emphasis on degree work in leave programs is significantly less than it was a decade ago.

2. Pedagogical Expertise

Most community college teachers come to their teaching responsibilities with a background of training and experience in their subject, professional area, or trade; but with little formal training as teachers. (Universities have the same problem.) Community college are teaching institutions, so proficiency in the art of teaching is heavily stressed.

Reviewing a cross section of policy statements and professional development reports shows that this is the most important single objective of community college and professional development policies - the improvement of the quality of teaching at the institution. Most larger colleges have full-time staff people working on instructional improvement. Sabbatical leave policies, and more important the record of accepted proposals, shows a very heavy emphasis on instructional improvement.

In community colleges the principle of skill development leave as it applies to the improvement of one's professional performance is not only well established, it is the primary reason for sabbatical or leave programs. Consequently, some colleges have developed leave policies which address some of the

economic considerations which would be paramount in the private sector.

3. Methodological Innovation

Canadian colleges have been adventurous. Every institution has its quota of imaginative people. There have been a significant number of Canadian community colleges which have attempted major institutional experiments. Some of them have focused on particular faculties, some have created alternate streams, and some have involved institution-wide systems. The innovative competency-based individualized learning system of Holland College, Charlottetown has a well-deserved international reputation. CEGEP Montmorency developed an individualized literary/resource-centre-based learning system. Seneca College instituted an individualized alternate stream study program using computer-assisted learning and audio visual material. Mount Royal College developed a learning model which formed the basis of the design of the physical facilities of its Lincoln Park campus.

In every case, the institution made a massive investment (and continues to) in training for faculty and professional support staff to make the model work. In the case of CEGEP Montmorency, staff was hired two years before the college opened to develop and become totally familiar with the learning model. The training period in all these institutions not only involved outside leadership; it also involved travel and leave for key staff related to their leadership role in the learning model.

4. Collective Bargaining Impacts

Community colleges, probably more extensively and consistently, have accorded professional and personal development benefits to non-professional staff. These benefits are not necessarily the same as those awarded to faculty, but in most cases they go considerably beyond mere gestures.

While it would be inaccurate to ascribe all of this situation to the collective bargaining process; whatever enlightenment or magnanimity has directed it, the commitment has usually found its way into the collective agreement.

Most community colleges have been unionized from their beginning. The collective bargaining process is sometimes between the board and the bargaining units of each individual college (as in Alberta) or sometimes it is on a system basis (as in Ontario). Regardless of the mechanism, professional development benefits for all staff are a matter for discussion and agreement in the process.

Whether this is helpful or destructive in the long run is arguable. What is undeniable, is that community colleges are generally in the forefront of developing both training systems and professional and personal development rights for all employees.

5. Professional Renewal

There is enormous pressure on faculty in community colleges to stay current professionally. Young faculties of the late 60's have become middle aged faculties of the 80's; and with the

passage of time, the pressure to stay in touch with professional practice has increased. In many cases, this concern has included the recognition that the college's own administrative, management and maintenance practices must "practise what we preach". So pressure to stay current has extended beyond the faculty.

Leave in colleges is not just for formal academic study or approved personal development. Much skill development leave is focused on the renewal of the practice of one's profession. Niagara College has developed the "Niagara Plan" (which will be described in more detail in the next section of this paper) to organize, encourage, facilitate and finally insist on professional experience leave by faculty on a regular basis.

It is around these issues and under these pressures that community college professional development policies and programs have emerged. While these pressures have defined the shape of those policies, the real drive and imagination has come from college leadership. Professional development is a value highly prized in the community college movement. It is seen as one of the critical levers for success. It attracts professional attention and financial support accordingly.

While it would be inaccurate to suggest that community college professional development policies are nothing to the university sabbatical tradition, the colleges have moved in directions of their own. University sabbaticals are closely related in their rationale to the research or original work

responsibilities of the faculty member. In their pure form sabbaticals are a right of appointment. They come in a regular cycle and it is the responsibility of the individual faculty member to use them productively. Financial constraints have introduced application procedures and criteria for selection, but these additions somewhat detract from the original idea.

College leave programs have never regarded professional leave as a right. There are usually length of service requirements for eligibility, but leave is granted for a specific purpose, not as part of a contract. Selection is usually done with the approval of the Board of Governors through a committee structure involving both faculty and administration, the same process obtaining for leave provisions of management and support staff contracts where such provisions exist. Selection criteria include such considerations as:

- intrinsic merit of the proposal
- value to the applicant's professional performance
- value to the institution
- length of service of the individual
- positive and negative impacts of the leave on the department
- cost to the college

The relative importance of each item may vary from college to college but the important thing to note is the importance of institutional benefits in the criteria scale. Colleges are committed to professional development including leave as a matter of self interest. Very few Canadian college senior administrators will talk about professional development as a perquisite. Algonquin College in Ottawa has made the most

extensive use of leave of any college in Canada. As many as 35 Algonquin faculty and staff have been on leave in a given semester. The Algonquin system allowed for full cost recovery over a two year period. Cost recovery in this case means cost beyond the regular salary of the person on leave. This was achieved through combinations of no cost overload by colleagues and the relationship of sessional cost to the salary shortfall of the leave allowance. The Algonquin program is justified by President and Board as a commitment to excellence in the institution. There is a selection process with criteria similar to those above and a written and oral presentation reporting requirement on return. Another illustration of the primacy of institutional requirements at Algonquin is the requirement to commit at least two years to the college on return (this is standard procedure in the colleges).

From every perspective, the community college commitment to professional development is unique and of potential relevance to the emerging needs of society. The commitment affects every member of staff. It is justified on operational grounds: quality, efficiency, morale, commitment - in other words, on cost/benefit grounds. Skill development leave is an important component of the policy; but it is used in a very different way than in the university tradition.

SECTION II COMMON CHARACTERISTICS OF PROFESSIONAL DEVELOPMENT PROGRAMS IN COMMUNITY COLLEGES

This section will present a description of the important characteristics of the professional development commitments of Canadian community colleges. No attempt will be made to quantify in any statistically verifiable way - because that is not the issue. Characteristics will be noted as common or exceptional and programs of special merit will be noted.

Most attention has been given to the Ontario and Alberta experience with additional consultations in British Columbia and Atlantic Canada. The important omission is the CEGEP system in Quebec. While the writer has some awareness of the system, the language barrier has prevented a detailed study. It is hoped that other research will cover the area.

The writer has benefited from consultation and advice from many sources. At least some should be acknowledged: Mr. Norm Williams, Chairman, Ontario Council of Regents; Mr. Bob Larose, Executive Director, ACCC; Dr. Larry Isabelle, former President of Algonquin College; Dr. Nora E. McCardell, Executive Director, Education & Student Services, Niagara College; Dr. Don Glendenning, President, Holland College; Dr. Henry Anderson, Director of Colleges & Universities Admin. Services, Alberta; Dr. Don Baker, President and Dr. Bruce Mahon, Director, Human Resources, Mt. Royal College, Calgary; Mr. Art Gutman, B.C. Association of Colleges; and Dr. Dick Bate, Vice President, Fraser Valley College.

Sabbatical Leaves

Sabbatical leaves are available in some form in every college in Canada. They are limited in number and are supported by anywhere from 30% - 85% of salary. The lower numbers are usually a reflection of a relatively short period of employment. Leave provisions are from three months to two years. The second year is unusual. While most sabbaticals are granted to faculty, a significant number of support staff and management personnel have benefited from the program.

The previous section of this paper discussed college sabbatical programs at some length. To summarize the unique approach of Canada's community colleges to this academic tradition:

- Sabbaticals are not an academic right, they are supported as an institutional benefit
- Sabbaticals are often granted to non-academic college staff
- Sabbaticals are often a matter of contractual agreement, but sometimes are a part of college professional development policy
- Sabbaticals are granted on proposals judged by committees of peers and management. Final judgement is retained by senior management or Board of Governors
- Sabbaticals generally require a reporting process, and a commitment to continuing service.

Four/Five Programs

These are quite common in Alberta and Ontario. They are based on deferred income. The staff member may defer income to draw four years salary over five years. There are contractual conditions regarding fund management, conditions of withdrawal, and an institutional right to require service or defer leave because of circumstances.

The use of the leave year is obviously discretionary, since the staff member is using his/her own money. It is commonly applied, at least in part, to professional development projects.

Industrial Placement

Most colleges encourage faculty members to spend time in professional practice or in the industrial setting targeted for graduates of their programs. Leave of absence is frequently granted for this purpose, and sometimes financial support is included if the work placement salary is significantly below the staff person's regular wage. Obviously, most such arrangements are on the initiative of the faculty member.

Colleges have also arranged exchange programs - the faculty member working in industry and the counterpart assuming faculty responsibility. This is a much more difficult arrangement with some risk to both the company and the college. The twinning faculty/extension usually retain their own salary and benefit package. There have been several real success stories in this area.

Perhaps the most aggressive and systematic approach to this form of skill development has been taken by Niagara College. Under a program initiated by President Dr. Jaqueline Robarts in March 1979, the great majority of Niagara faculty have had a three month professional placement. Reports of the placement experience are required of the faculty and encouraged from the host organization. Faculty are on full college salary for the period, but payment of extra expenses to the individual by the host organization is accepted.

The placement is meant to be a work placement. If the host company can provide the faculty member with a variety of experiences, so much the better, but observer status is discouraged.

Relevant documents on the Niagara Plan are provided in Appendix I.

Faculty Exchange

Faculty exchange programs are generally accepted in the college systems. They are not generally regarded as a major component of professional development. The Association of Canadian Community Colleges has been a helpful vehicle of exchange arrangements. Most major colleges in Canada have had experience with faculty exchanges. The usual period is for a full year (a shorter period is not worthwhile for families or for educational values), and the usual arrangement is to remain on the salary and benefit program of the home institution.

Exchanges between Canadian institutions are not difficult. There is a rough parity of salaries and benefits in the country and general standards of professional practice which minimize problems of credentials. International exchange arrangements may be more valuable, but they are much more difficult to arrange satisfactorily from both a personal and institutional viewpoint.

Affirmative Action

In Canadian colleges the term affirmative action may be applied to two issues: bilingualism and women's opportunities.

The language question has been a matter of concern in most colleges. Community colleges, in part because of their special mandate in continuing education, have been one of the principal delivery systems for French language training in English speaking Canada.

There is not much evidence of vigorous language development policies applied to staff. Two Ontario Colleges, Algonquin (Ottawa) and Northern (Timmins), which must maintain teaching programs in both English and French, provide special support in this area. Most of the other institutions would regard bilingual skills as a matter for personal initiative and provide support according to their policies related to personal educational benefits.

Affirmative action related to opportunities for women is slightly more to the fore. There have been changes in terms of opportunities for women in colleges, but if we make an objective

appraisal, there is a long way to go, in spite of improvements. British Columbia has no women in senior executive positions, Alberta has one female college president and several in upper middle management - the rest of the country is spotty. Few colleges have either declared commitments to affirmative action or programs to back up their rhetoric. Almost all leaders on the board and executive level would profess a real concern about the issue. The concern has not been translated into results very effectively.

In spite of the generally dismal picture, there are important individual cases of colleges using training resources to prepare women for opportunities in special ways - affirmative action.

Personal Benefits

Colleges generally have progressive policies in support of the efforts of individual staff toward self-improvement. Benefits like payment of tuition for approved courses on successful completion, access to consolidated training funds on an approval basis, membership and activity in professional associations, access to career counselling at no charge, and encouragement and support in career development or change are common. Sometimes riders re: institutional benefit are added, but these are usually rather generously interpreted.

These programs often involve travel and/or short-term absence from work. These are usually accommodated without penalty, and often with partial or full support.

Commitment to Internal Training

Almost all community colleges in Canada have an identified responsibility for training, professional development or staff development. Sometimes the responsibility is vested in the Human Resources Department, sometimes a Dean is responsible for Educational development, sometimes a faculty member with the blessing of peers is coopted for a term appointment. The majority of colleges have made a full-time appointment in this area.

At Mt. Royal College in Calgary, there is a contractual commitment for development time. Development in this context means curriculum as well as personal development; but, a great deal of emphasis is placed on skill development. The college has an annual staff development conference period (associated with mid-term break) regular training workshops, and a special emphasis on formal training opportunities for both faculty and staff in the May/June intersession period. Reports on professional development by Ontario colleges to the Council of Regents in the spring of 1980 indicate similar kinds of activities.

Holland College makes a regular practice of bringing in people who can help with components of their learning system. Because, more than any other institution in Canada, Holland College has a cohesive teaching model, it makes much more sense to bring expertise to the college rather than spend large sums of money on individual travel.

If one calculates the total commitment made to training by the community colleges, in both time and money, I would suspect it represents the largest proportional commitment to human resource development of any enterprise in Canada.

The summary of Ontario colleges commitment in Appendix II must be seen as indicative, not definitive. It is a summary of a summary. The condensed report, kindly provided by Mr. Norm Williams, Chief Executive of the Council of Regents, was developed for the Council's purposes - not those of the Task Force. Consequently, the summary table may not be a complete picture of the activity of each college. The table is useful as a demonstration of the commitment of the system to training and development.

The Association of Canadian Community Colleges

The Association of Canadian Community Colleges (ACCC) has played an important role in training and development in the colleges. The Association, from its beginnings, determined that it would not be a pale reflection of its American counterpart - The American Association of Community and Junior Colleges. Although the American association offers many excellent services and has lobbied the Federal Government for many excellent projects on behalf of the colleges, it tends to be dominated by presidents and board members. The Canadian association determined to offer support to all members of the college community. Faculty have been the major beneficiary of this determination. Two examples will suffice.

The Institute of Instructional Improvement was a pioneer organization in instructional training and curriculum planning. The Institute was begun at the initiative of Dr. Gordon Campbell, Faculty of Education, University of Lethbridge. He determined that its future should be as a part of ACCC, and it continued to function for several years under ACCC.

The Association took important initiatives regarding the establishment of Canadian Studies programs in the Colleges. Directed by Jim Page and supported by grants from the Secretary of State, the Association fostered curriculum development, sponsored Canadian studies training consultations, and circulated information on a regular basis.

The ACCC has been an important instrument of the colleges' sense of themselves, and training has been an important part of that realization.

SECTION III THE COLLEGES AS TRAINERS

It must be noted in passing that Canada's community colleges are a major source of training for both the public and private sectors. Any system of skill development leave must look to the colleges as the principal training option for thousands of Canadians.

A detailed examination of the colleges' continuing education and community services programs are not within the scope of this paper. However, some general observations are important.

Continuing education is a central part of the mandate of all college systems. In Saskatchewan it is the mandate. The whole system was established to coordinate and deliver educational services to adults. The traditional American college objective of three part-time students for every full-time registration has been far exceeded by many Canadian colleges. Humber and Seneca Colleges in metro Toronto each have 80,000 continuing education course registrants annually. Confederation College at Thunder Bay provides a remarkable distance education service over a land area larger than many countries. Other institutions such as Northern Lights at Dawson Creek, B.C., have done a similar job.

While the educational offerings in this explosion of opportunity cover a wide spectrum of recreational, interest, and activity options; the principal thrust is skill development. In addition to courses marketed for individual student response, there is a great deal of contract training with individual

businesses, employer groups, equipment suppliers, and professional associations.

It is impossible to calculate, for example, how much training in computer/word processor installations has been provided by the colleges. The answer is a lot. Some colleges, notably Seneca and Humber have marketed specialized courses nationally. Mt. Royal College has a partnership arrangement with several professional association training programs (RIA, for example). Red River Community College in Winnipeg has done contract training in the international market both on-site and overseas.

Because of the aggressive marketing stance the colleges have taken, and because the content of so much of their curriculum is determined by industry advisory committees, or professional association educational committees; the colleges have been adept at designing their educational product to meet market demand. Educational purists might regard this ability as something of a sellout; but, it means that the colleges have important advantages and experience in meeting the retraining requirements of people facing dislocation by new technologies.

Community colleges are in a unique position. They are in the business of retraining in a big way in their business.

CONCLUSION AND RECOMMENDATIONS

The community college movement in Canada is in a unique position in relation to Canada's growing need for retraining and skill development for large numbers of people currently employed.

Community colleges have had to come to terms with potential obsolescence from their very beginnings - the obsolescence of their product: trained, employable graduates. Programs have been phased out of many institutions. While there are market forces that impact the colleges, much as they affect the private sector, the colleges have seen their key to survival in the competence of their staff. All colleges have regular periods of program and curriculum review. All colleges do their best (within the restraints of capital budgets) to maintain a state of the art equipment base for their program. But, professional development, skill development for all employees - has been the common agent of modernization. Some colleges have major programs in terms of financial support and creative approaches. Others are much more pedestrian, even guilty of tokenism. But, there is common agreement on the philosophical level though practice may differ.

The importance of this experience and this general commitment cannot be overemphasized. Leave in the university system is rooted in a conception of the life of scholarship. It is seen as an essential part of a cycle related to the scholar's responsibility for teaching and research. In the sense that it is intrinsic to the essential function of scholarship, and an essential part of the life of the community of scholars, it is

a right. The fact that there is usually inadequate financial support for a cyclical sabbatical program for all scholars, and other criteria must be used to make choices about the granting of leave in any particular year, does not change the basic position. It is a position which is arguable for a community of scholars, but it is an impossible base for a program for all Canadians.

It is very difficult to talk about a philosophical base for training programs in public and private enterprise. Part of the philosophical roots of the training movement in both the public and private sector is in the growth of perquisites as a form of compensation. Training was often associated with reward or benefit; to be earned by outstanding (and visible) performance or to be argued about in collective bargaining. Many close observers of the organizational training scene will agree that the perquisite mentality is still a dominant factor in training and skill development policies in both the public and private sectors.

Both the argument of "right" and the attitude of reward have been a part of the development of college professional development policies. But neither have been nor are the dominant factor. Colleges have seen staff development as a key tool of survival and growth. Discussions of professional leave, support for training, and internal training systems in collective bargaining in Colleges have focused on issues of administration of funds for training and the employee bargaining

units position in the solution process, how much money, how many people and for how long.

Mt. Royal College in Calgary, for example, has contractual agreements dealing with skill development leave and training programs with its Faculty Association, Support Staff Association, and a letter of understanding with management and exempt staff (who do not formally bargain collectively). All the agreements deal with general conditions of leave or training support, the participatory administration of the program, and have involved agreements about training offices jointly responsible to management and labour. In addition, the college has maintained a training initiative through Academic Administration and the Human Resources Department. Mt. Royal also has a 4/5 program open to all staff. Variations on these approaches are found in most colleges.

Colleges which have attempted a systems approach to institution like Mt. Royal (with partial success) and Holland College (with great success) have naturally had to deal with the training and orientation of staff to a degree not characteristic of more conventional teaching operations; but it is a difference of degree, not kind.

The community colleges in Canada have approached the staff training question from the perspective of operational necessity. It is a cost/benefit perspective in the sense that it is deemed essential. Although training benefits have not been evenly distributed in terms of dollars per head, they have been made available to all categories of staff. There are

significant numbers of examples of extended leave being made available to non-academic as well as academic staff.

Community colleges are in a unique position to play a special role in the development of retraining systems of national scope for adult Canadians.

- 1) They have well established, flexible skill development leave programs applicable to all staff. They have major commitments to training for staff development of all kinds.
- 2) Training is supported as essential to the continued effectiveness of the institution. It is a survival mechanism and is funded from a rough cost/benefit perspective.
- 3) The colleges are one of the main sources of retraining for many functions in the public and private sector.
- 4) Work loads vary from province to province, but many conditions of employment in colleges approximate the workplace more than the university. What works in many colleges should be applicable in society generally.

Therefore, in the development of national policies on skill development leave, the community college system should be considered in the following ways.

- 1) As promising locations for studies on the effectiveness of skill development leave on a longer term basis. Useful information could be gathered from colleges on general cost/benefit issues, productivity improvement, training effectiveness in the reassignment of staff, and the general effect of training on workforce mobility.

- 2) Widespread retraining requirements will demand significant changes in curriculum resources and accrediting systems. Competency-based learning must be one of the curricular tools put into wider use. While Holland College is the shining example of the effectiveness of this system, expertise and experience in this and related curriculum areas is available in other colleges. SAIT (Calgary), for example, has an imposing record in Computer Assisted Instruction based on competency analysis of certain programs. It is natural to look to institutions like the Ontario Institute for Studies in Education, and the Education faculties of our major universities for this kind of expertise. The community colleges have been islands of innovation in Canada's educational sea for over a decade. They must plan a major role in the development of training resources for these new requirements.
- 3) Another paper prepared by this writer has recommended the creation of a series of action groups to develop the systems required for training support to the members of the labour force most at risk as a consequence of technological development. It is recommended that the federal government take this initiative and retain it. This much can be done without constitutional arguments. The colleges should be a principal recruiting ground for the small cadre of federal officials required to lead this project. Carefully selected community colleges can be the active centres for the creation of delivery systems under the project.

Community colleges were almost an educational accident. Their birthplace was, in part, the tantalizing availability of federal money for vocational training capital investment in the mid-sixties. Some of their rationale came later, through provincial commissions (Wright, Worth, Oliver, etc.) and bureaucratic analysis. The CEGEP system is an exception to this reverse order approach; but even that system has gone through a dramatic evolution in the twenty years from the idea to the present.

There is no institutional answer to the enormous changes to be brought about in the lives of Canadians by the accelerated application of new technologies to the workplace.

But, institutions which are able to adapt their methods and their training resources to new circumstances are part of the means of cushioning the shock, of creating opportunities for individuals with initiative to change their circumstances, and of beginning a national dialogue on new futures with a sense of confidence because of the demonstrable ability of the colleges to help people build new lives.

APPENDIX I

I

Some Recent Examples

- development of administrative office procedures at a private school;
- assessment of need and implementation of microcomputer facilities for a law firm;
- forecasting marketing trends for a major winery;
- evaluation of interfacing procedures between production control and the manufacturing operation at a heavy duty machinery plant;
- development of procedures related to the installation of robotics equipment for an automobile manufacturing concern;
- assistance in programming for a local radio station;
- computer-related library medical library research.

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THE NIAGARA PLAN



AN
INTRODUCTION
TO OUR

FACULTY
WORK
EXPERIENCE
PROGRAM

The Goal —————

Niagara College wishes to ensure that all programs of instruction remain relevant to the needs of the workplace so that our graduates can be properly prepared as skilled, qualified employees. The Niagara Plan - a faculty work experience program - helps the College to accomplish this goal. Your participation in the program by providing an opportunity for one or more of our teachers to work alongside your staff for a short period is invited. We believe your organization will also receive direct and indirect benefits from your participation.

You Can Help Us —————

At Niagara College, faculty want to keep up to date on latest developments in their professional fields. One effective way of doing this is to work for periods of time in suitable settings. Sometimes it is appropriate for a teacher to observe and collect information related to a subject or discipline. Frequently, however, conversations and observations alone are not enough to accomplish this objective. It is often best if our teachers can be involved on a day-to-day basis on the job.

We Can Help You —————

Niagara College teaching masters have considerable expertise. Our teachers have come from business, industrial and various professional

settings and, over the years, they have continued to develop their knowledge and skills. They may be able to provide you with assistance in a short-term project or with an aspect of developmental activity. Perhaps your need is for an additional person to bring fresh insights to your team. College faculty have a great deal to offer your company.

The Niagara Plan —————

All teachers are expected to spend about six weeks every three years in a work experience related to their field of instruction. This normally takes place in the May/June period. Their salaries continue to be paid by the College so that there is no financial obligation on the part of your organization unless you wish to cover any of their out-of-pocket expenses which might be incurred in carrying out their duties with you.

The Obligation —————

Individual teachers will discuss with the prospective personnel in your company the specific goals they hope to achieve through their work experience program. They are expected to work under the same regulations that have been established for other employees. When the work experience has been completed, we would appreciate a brief statement of the effectiveness of this program from your perspective.

It is time to recognize professional development through actual work experience as an important new method for achieving educational improvement, individual development and institutional renewal. In an effort to maintain and improve the highest quality of instruction given to the students at Niagara College, opportunities must be provided for all our academic staff to renew their business and/or industrial skills as well as developing new modes of educational delivery.

In order to do this in a systematic way, each faculty employee will be required to spend approximately two months in a business or industry of his/her choice related to his/her teaching responsibilities, usually during the May-June period, once in every three years. During the May-June period in the other two years of the cycle, the faculty member will be required to teach (within the confines of the contract) or will have time for course preparation. In this way, teachers currently required to teach ten months of the year will be replaced by other teachers so that they, too, can participate in the faculty renewal program.

Initially, I would ask that each Dean, in consultation with his chairpersons, make a three-year plan for his staff indicating those who could be released for this experience for 1979, 1980 and 1981. Because of very little lead time, it is expected that the numbers participating in this activity in 1979 will be less than $1/3$ of the total complement of teachers. In planning the schedule, those with the longest service at the college should be the first to go on faculty renewal experience.

Once the staff have been identified, they should be given the opportunity to indicate:

- (a) what they want to do, outlining their objectives;
- (b) where they want to go; and
- (c) preferred dates.

These should then be discussed with his/her chairperson and Dean before approaches are made to individual businesses or industries.

While informal contacts may be made by teachers, chairpersons or Deans, a formal letter of request to the business or industry outlining the objectives of the faculty renewal program and requesting their willingness to participate will be sent by the President.

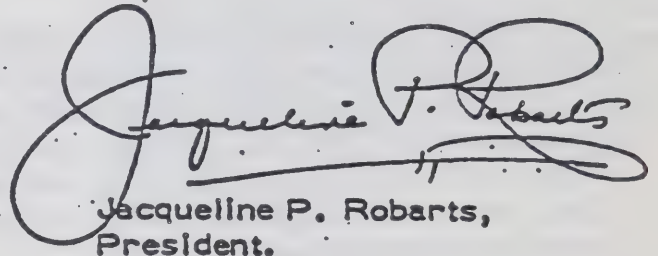
This is to be an unpaid work experience. The teacher will be receiving his/her full salary from the college during this time. He/She will be expected to be

with the business/industry during the business hours for the week and will complete a written report of the experience. The employer will be requested to provide written comments regarding the effectiveness of the experience for future reference.

Those teachers engaged in Mathematics, Liberal Studies and English will also be expected to participate in this type of experience and I would suggest the Deans and Chairpersons involved meet with these teachers to discuss the types of experience that would be relevant to their renewal.

Chairpersons in the schools should also have the opportunity to participate in this experience on a rotational basis.

It is expected that each Dean will be discussing this plan with his academic staff in the near future. This plan was endorsed by the Academic Committee on March 22, 1979.



Jacqueline P. Robarts,
President.

Office of the President
1979-03-26



NIAGARA COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SOURCES OF WORK EXPERIENCE FOR FACULTY

1979 - 1982

1. Business
2. Educational
3. Government and Related Agencies
4. Health and Social Services
5. Industries and Industry-Related Services
6. Professional Offices
7. Radio, TV, Newspapers, Libraries, Theatres, Galleries, Museums
8. Sport Groups

N.B. This is not an all-inclusive listing and a number of these sources were used several times.

3. GOVERNMENT AND RELATED AGENCIES

1. Canada Centre for Inland Waters
2. Ministry of the Environment
3. Ministry of Culture and Recreation
4. Ministry of Labour
5. Ministry of the Attorney General
6. Ministry of Agriculture and Food
7. Corporation of St. Catharines
8. Region of Niagara Government
9. City Hall, Niagara Falls
10. Niagara National Historic Parks
11. Niagara Parks Commission
12. Fort George National Historic Park
13. Canadian Immigration Centre, Niagara Falls
14. Native Development Commission
15. Friendship Centre for Natives
16. Canadian Peace Research Institute, Oakville
17. Welland Real Estate Board
18. French Canadian Association of Ontario, Welland

4. HEALTH AND SOCIAL SERVICES

1. St. Catharines Ambulance
2. Niagara Falls Ambulance
3. Welland Ambulance
4. Niagara Regional Health Unit
5. Shaver Hospital
6. St. Boniface General Hospital, Winnipeg
7. Toronto Grace Hospital, Palliative Care Unit
8. Hotel Dieu Hospital
9. St. Catharines General Hospital
10. Welland County General Hospital
11. Greater Niagara General Hospital
12. McMaster University Medical Centre
13. Victoria General Hospital, Halifax, N.S.
14. Humber Memorial Hospital, Toronto
15. International Grenfell Association, Labrador
16. Comcare Ltd.
17. V.O.N.
18. Glendale Day Care Nursery School
19. Inter-agency Council for the Child, Kingston
20. Addiction Research Foundation
21. Children's Village, Ridgeville
22. Linhaven Home for the Aged
23. Adult Training Home
24. ARC Industries
25. N-TEC

4. HEALTH AND SOCIAL SERVICES (cont.)

26. L.D.S. Social Services
27. John Howard Society
28. Heidehof Home for the Aged
29. Niagara Centre for Youth Care
30. Community Health Centre

5. INDUSTRIES AND INDUSTRY-RELATED SERVICES

1. Canal Electric
2. John Deere
3. Blenkhorn and Sawle Ltd.
4. Peninsula Chemical Analysis
5. J & S Refrigeration Ltd.
6. Genaire Ltd.
7. W. P. London Ltd.
8. Honeywell Systems
9. Diffin Construction
10. Linear Technology
11. Acres Consulting
12. Union Carbide
13. PCB Piezatonics Inc., Depew, N.Y.
14. Montreal Engineering
15. Kelsey-Hayes Canada Ltd.
16. Canadian General Electric
17. Bell Canada
18. General Motors
19. Foster-Wheeler
20. International Brotherhood of Boilermakers
21. United Association of Plumbers and Steamfitters
22. Polysar Butyl Expansion Project, Monenco Ltd.
23. Pullman Trailmobile Ltd.
24. Enpoco Ltd.
25. Ontario Paper Company
26. Thompson Products
27. Port Weller Dry Docks
28. WABCO Limited
29. Hodgson's Steel and Iron Works Ltd.
30. Atlas Steels

6. PROFESSIONAL OFFICES

1. Maccomb, Houghton, Sloniowski and Marion, Barristers
2. Martin, Sheppard, Barristers
3. Riou and Frith, Barristers

6. PROFESSIONAL OFFICES (cont.)

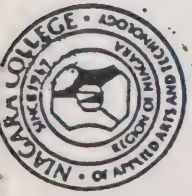
4. A. T. Lacavera, Barrister
5. Gordon McNab, Barrister
6. Alistair MacLaine, Architect
7. Dr. J. Marotta (for Dental Hygienist)
8. Community Legal Services
9. J. Downton Associates
10. Young's-Graves Insurance Co.

7. RADIO, TV, NEWSPAPERS, LIBRARIES, THEATRES; GALLERIES, MUSEUMS

1. Shaw Festival
2. Stratford Festival
3. Carouse¹ Players
4. Standard Newspaper
5. Niagara Falls Review
6. National Review, New York, N.Y.
7. Holt Rinehart, Canada
8. Boston Mills Press
9. National Water Resources Research Institute
10. Thorold Public Library
11. Grimsby Public Library
12. Niagara Falls Public Library
13. Hamilton Public Library Board
14. CHML Radio
15. CHCH-TV
16. CKTB Radio
17. CHSC Radio
18. CHOW Radio
19. Niagara Falls Art Gallery and Museum
20. Niagara Historical Society Museum
21. Engineerium, Niagara Falls

8. SPORT GROUPS

1. Dalhousie Yacht Club
2. Bridgewater Golf and Country Club
3. Buffalo Stallions Soccer Club
4. Niagara Regional Racquet Club



NIAGARA COLLEGE OF APPLIED ARTS AND TECHNOLOGY
REPORT ON WORK EXPERIENCE FOR CHAIRMEN AND FACULTY

1979 - 1982

SCHOOL	NUMBER OF CHAIRMEN	NUMBER COMPLETING WORK EXP. ²	NUMBER OF FULL-TIME FACULTY DEC.31/82	NUMBER COMPLETING WORK EXP.	NUMBER OUTSTANDING TO COMPLETE WORK EXP.	NUMBER EMPLOYED SINCE 1979 STILL OUTSTANDING ³	NUMBER TO BE COMPLETED BY 1984
APPLIED ARTS	5	2	93	76	17	80-3; 81-3; 82-1	10
APPLIED SCIENCE AND TECHNOLOGY	2	2	35	22	13	80-1; 81-3; 82-3; 1 retiring	5
BUSINESS	3	0	57	43	14	79-3; 80-1; 82-2; + Monck + Honey	6
HEALTH SCIENCES	2	1	40	25	15 ⁴	81-2; 82-1	12
RESOURCE CENTRE	1	0	17	6	11 ⁵	80-4; 81-1; 82-2	4
TOTALS	13	5	242 ⁶	172	70		37

NOTES

1. A number of faculty who have retired or resigned had work experience before leaving.
2. Work experience for chairmen was desirable but optional because of other responsibilities.
3. Employees employed since 1979 will not likely go out until 1984 or 1985.
4. Health Sciences' numbers of "Outstanding to Complete Work Experience" should decrease by 1984 with the introduction of the three-year nursing program.
5. R.C.S.D. faculty currently needs training on new machinery in Machine Shop and Welding area more than outside exposure.
6. Total faculty is 253 which includes nine counsellors and two athletic teachers who do not go on work experience.

APPENDIX II

College	Sabbatical	Industrial Exchange	Support Staff Benefit	Management Training	Language Training	Personal Benefit	Training Dept.	Faculty Exchange	Faculty Prof. Dev't	Affirmative Action	Career Change
Algonquin (Ottawa)	x	x	x	x	x	x	x	x	x		x
Cambrian (Sudbury)	x		x	x			x		x		
Canador (North Bay)		x	x	x			x	x	x		
Centennial (Toronto)	missing										
Conestoga (Kitchener)			x	x		x	x		x		
Confederation (Thunder Bay)			x	x			x		x		
Durham (Ottawa)	x	x	x	x					x		
Fanshaw (London)	x	x	x	x			x		x		
George Brown (Toronto)	x		x	x		x	x		x		
Georgian (Barrie)	x	x	x	x			x		x		
Humber (Toronto)		x	x	x		x	x	x	x	x	x
Lambton (Sarnia)	x	x	x				x		x		
Loyalist (Belleville)			x	x					x		
Mohawk (Hamilton)			x	x		x	x	x	x	x	
Niagara (Welland)		x	x	x		x	x	x	x	x	
Northern (Timmins)	x	x		x	x		x	x	x		
St. Clair (Windsor)		x	x	x		x	x		x		
St. Lawrence (Kingston)	x		x	x			x		x		
Sault (Sault St. Marie)		x	x	x		x			x		
Seneca (Toronto)	x	x	x	x		x	x		x		
Sheridan (Oakville)		x	x	x			x		x		
Sir Sanford Fleming (Peterborough)	x	x	x	x					x	x	

Based on report prepared for the Council of Regents, October 1980, on 1979/80 College year, by the College Affairs Branch, Ministry of Colleges and Universities.

THIS BACKGROUND PAPER IS AVAILABLE FOR
REFERENCE AT CANADIAN RESEARCH LIBRARIES IN BOTH
OFFICIAL LANGUAGES.

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